
THE AMERICAN SHORTHAND TEACHER

A Magazine for Teachers of Shorthand
and Other Commercial Subjects

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Measurement in Commercial Education

By E. G. Blackstone

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BETTER results in commercial education depend upon a number of factors, important among which are such things as satisfactory curriculum construction, better classroom instruction, vocational guidance, educational prognosis, and more intimate knowledge of actual business conditions. Our business curricula have some glaring faults; not at all surprising when one considers how curricula are ordinarily made. Generally they are composites of the things the teacher did when she was in school, with a few revisions that may have come from her experience (usually very limited) as a business employee, from magazine articles, from discussion with other teachers, and, to a large degree, from the contents of the textbooks; but not at all as a result of job analyses or of other kinds of research.

As a result, there has grown up a somewhat considerable body of opinion to the effect that business education is rather ineffectual, that it is out of date, that its

methods are outgrown. In spite of such criticisms, very few adjustments have been made; the teaching now is much the same as twenty years ago. Perhaps it is not surprising that this is so, for there has been a lack of funds and of tools for making the studies essential for determining what changes have been necessary. Until recently, statistical procedure has been too crude to provide for reliable measurement, but now there seems to be available enough exact technique for handling what facts may be collected. There have been difficulties about time and money too, and they present no small problem. Consider, for example, the expenditures of time and of money required for the California Survey or the Analysis of Secretarial Traits and Duties by Charters and Whitley. Nevertheless, better results will come only from the same sort of procedure which has been used in the development of any other science, namely, careful, detailed, scientific investigations, in large numbers, extending over a con-

siderable period of years, and covering all phases of the activity.

Notable examples of measurements in education are the studies which have been made in the last ten years in such fields as reading, spelling, writing, arithmetic, and intelligence.

Many will recall something of those movements. Each started with a relatively crude but objective measurement of some phase of the situation and resulted in findings which were more or less widely out of accord with the popular opinion of the day. They were then attacked by tongue and pen with derision and laughter, but they were not thereby to be dismissed. They had the semblance, at least, of facts, and facts do not yield readily to mere opinion or argument. Later, others made similar studies to find out if they were wrong or right, and the same or different results were secured. If the same, the first findings were strengthened; if different, another disagreement occurred. In either case, other studies were made until certain findings were so completely validated that they could no longer be doubted.

At the present time a good deal is known about reading and the teaching of reading, and better results are being secured in the classroom. The same sort of thing must be done in commercial education.

Measurement Needed in Commercial Education

As a matter of fact, it is being done, but not yet extensively enough. Within the past few years three or four extensive investigations have been made; state-wide surveys to reveal present conditions, tests to measure achievement, the recent study of secretarial needs and duties, and even now an extensive study of clerical duties. More and more of such studies are needed; good ones, or even bad ones; it doesn't so much matter which, so long as a start is made. The good ones will result in improvement and progress; the bad ones may mislead for a time but are sure to be discovered sooner or later and result in the finding, ultimately, of the truth which might not have been found for a longer time had it not been for the stimulus of the first bad study.

The Process of Measurement

The process of measurement runs something like this: early rough studies; a furor of disagreement; other check studies; discovery of additional factors which apply to the situation; numerous studies of specific details; development of a reliable body of knowledge based upon fact rather than opinion.

In commercial education we are in the first

stages. A few studies have been made and some of them have resulted in rather bitter disagreements. Now they need to be repeated and checked, to be torn apart if they deserve it, to be rebuilt, and again rechecked. This requires that many teachers participate, and to do so, they must become familiar with statistical procedure. It is a disgrace for a modern business teacher to have to admit that she does not know the meaning of such terms as correlation coefficient, standard deviation, and the like. This means more study; more work, but only through such a process have the other sciences been developed and only thus can a science of business education be developed.

Don't Hesitate to Analyze Your Work Because You Are Not an Expert Statistician

Business teachers should not be timid about making studies of the details of their work. To deprecate one's ability to make an investigation is to shirk responsibility. Every investigator of note had at some time to make a start. The procedure for investigation is not complex; all that it requires is the setting up of what is known as the control-group plan. This means merely that two similar classes are selected, somewhat as follows:

How to Measure Your Classes

Suppose that it is desired to know whether or not rhythm is a desirable device for use in typewriting. Instead of wasting time arguing about it, an experiment is set up. Two classes in beginning typing are selected. An intelligence test is given and the scores determined. By shifting the students from class to class it is possible to pair off individuals so that each class shall contain an equal number of approximately equal intelligence. If one class contains a student with a score of 98, the other class should contain one with about that score. If one class contains other students with scores of 89, 103, 107, 121, respectively, the other class should be selected to have students with similar scores. Not only intelligence should be considered in the pairing, however. Age, grade, physique, and all other significant factors should also be taken into consideration until finally twenty or more pairs are evolved, one member of each pair in each class. Students who cannot be paired, may remain in the class but their records should be disregarded for the purposes of this study.

Now the class procedure should be handled by the same teacher, the same textbooks should be used, the same equipment, the same method of marking; in fact, everything should be as nearly the same as possible with the

exception of the fact that one class should have rhythm drills and the other should not. Then at the end of the semester, reliable tests should be given, the average of each class secured, and the results compared. If the rhythm class stands highest, the presumption is that the rhythm is responsible. If the opposite is true, the presumption is that the rhythm drills contribute little. Results should then be published and compared with the results secured by other teachers who have been running the same experiment. The composite result should indicate very clearly whether or not rhythm produces desirable results.

Any other device may be measured in the same way. There are hosts of things which should be measured. For instance, how valuable are the following: Use of nonsense

syllables in teaching the keyboard; requirement of perfect copies; use of finger gymnastics?

A Challenge to You All!

Those of the readers who are willing to participate in the movement for careful measurement of the various factors involved in teaching of commercial subjects are invited to coöperate with the author of this article in the working out of plans of procedure. It is to be hoped that many teachers will participate, for there are so many things to be studied that, unless many contribute, progress will be slow.

You are challenged to try to find out the truth about some one item. Will you accept the challenge?

Minutes of the Northern California Commercial Teachers' Association

Sacramento, California, October 21, 1925

Report by Mae W. Bunker

ABOUT seventy-five teachers and their guests were present at the regular meeting of the Northern California Commercial Teachers' Association which was held after a luncheon in one of the banquet rooms of Hart's Cafeteria. The meeting was called to order by the vice-president, E. N. Shadwick.

Mr. Shadwick presented the matter of the election of a president and secretary, these offices being vacant on account of President Forkner and Secretary Black leaving this section, and the election resulted in the choice of Mr. Shadwick as president and Mrs. Mae W. Bunker, of Woodland, as secretary.

Mr. J. F. Dale, principal of Sacramento High School, gave an interesting discourse on commercial work in the high school, followed by a demonstration of typing by Miss Rhodes. Mr. J. Davis, of the Zellerbach Paper Company, spoke on the desirability of a good education, and Mr. Pease of the Commercial Department of Stockton High School, addressed the meeting on the work of the committee appointed to investigate the teaching

of commercial arithmetic, penmanship, and spelling in high schools, and the matter of the meeting with a committee from the Principals' Convention at Santa Barbara.

State Contest Problems Discussed

On completing his report, Mr. Pease introduced the question of eligibility for entrants to typewriting contests, and suggested that contestants be required to meet the C. I. F. requirements. A round-table discussion on the work of contests was then started by Mr. Sherman of Fairfield. A motion was put before the meeting which was voted upon and passed that entrants to typewriting contests conform to C. I. F. Rules.

Mr. F. J. Pribble addressed the meeting on typewriting contests. While favoring contests, he discouraged the placing of typewriting contests on the same basis as athletics.

Mr. Goff made a motion that a letter be sent to Mr. J. N. Kimball stating that the Northern California Teachers' Association is in favor of continuing the contests, and offer-

ing him our help and pledging our support in the International Typewriting contests. The secretary was instructed to write this letter.

Action Taken on Proposal to Create Post of State Supervisor of Commercial Education

Miss Elizabeth Adams, of the Gregg Publishing Company, spoke of the possibility of the appointment of a supervisor of Commercial Education, and the necessity of our

recommendation of such an appointment to the State Board. A committee was appointed by the chair to look into the matter and make a report. Mrs. Madie Thompson, of Willows, was made chairman, with Miss Margaret Silk, of Woodland, and Miss Gladys Leavell, of Benicia, as the other members.

Mr. R. B. Montgomery, of Gridley, was appointed by the President to fill the vacancy caused by the election of Vice-President Shadwick to the chair.

The meeting adjourned after a most interesting session.

Commercial Section Meeting of the Iowa State Teachers' Association

Held at Des Moines, Iowa, November 5-7, 1925

Report by A. C. Serfling

THE commercial teachers of the State of Iowa gathered for a fine session on Thursday afternoon, November 5, at 2:00 P. M., at the Roosevelt High School, Des Moines.

President O. F. Barnes, of Des Moines, presided, with Miss Anna Crawford, of Boone, as secretary. A fine program had been prepared, which included the following excellent speakers: Professor Sidney L. Miller, University of Iowa; Miss Ida Wallace, Fort Dodge High School; Mr. R. L. Hamilton, assistant superintendent of schools, Sioux City, Iowa; and Professor E. G. Blackstone, University of Iowa. The commercial session was well attended and I am sure every teacher there went back to his or her school with some valuable new ideas.

Mr. Hamilton was the first speaker on the afternoon program, his subject, "Commercial Work in Junior Schools." He believes in offering a course in Junior Business Training, and he enumerated subjects that he approves for the curriculum, discussing ably the programs advocated by leading educators.

Professor Miller next spoke on Business and Citizenship. Summarizing his talk, he stated that the functions of education, as he sees it, are:

1. To train the individual to make a living.
2. To train the individual to appreciate better and intellectual values in life.

3. To teach the individual how to function properly in a complex organization or society such as ours is at the present time.

Miss Ida Wallace had as her subject "Testing as Aid in Teaching Shorthand and Typewriting." She defined education as the systematic development and cultivation of the natural powers. We should first, then, find what those natural powers are. Ascertain, as nearly as possible, the probability of the student's becoming a successful stenographer by tests and other methods.

However, she said, tests give only a clue to potential ability. They do not prove what the student is going to do when he gets out on the job. Success in life depends on how a man uses what he has. Test to find how the student is going to use the knowledge acquired—the powers developed. She advocated simulating real office conditions in the classroom whenever possible, bringing in outside work to be done by the pupils, or better yet, to put them in actual office positions on "part-time."

Professor E. G. Blackstone, who is vice-chairman of the Committee on Ways and Means for a Survey of Commercial Education in Iowa, gave a splendid report of progress on "The Continuing Survey of Commercial Education in Iowa." Professor Black-

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The Psychology of Shorthand

By Alice Curry

State Teachers' College, Fredericksburg, Pennsylvania

Miss Curry's article this month will come as an especially interesting contribution to the discussion of *Psychology applied to our teaching problems*—bearing, this time, not so generally as did Doctor Garver, in last month's issue, but in its particular relation to shorthand.—EDITOR.

IN the beginning it may be well to explain the topic we have chosen for discussion. By the psychology of shorthand we do not mean those phases of psychological fitness or logical sequence in the selection of symbols and combinations which the inventor of any system of shorthand had in mind; but on the other hand, we mean the acquisition of those mental and physical processes involved in learning shorthand—psycho-motor habits—which will eliminate much lost motion in both teaching and learning. Up to the present time but very few psychologists have delved into the psychology of learning shorthand. We may gain much, however, from the study of the psychology of skills and the psychology of habit formation as applied to the learning of any art. We have developed manipulative skill in shorthand in various lines to a very high degree; but just now we need to study the principles of habit formation which lead most economically to the accurate and rapid construction of shorthand characters.

Psychology of Habit Formation

Since teachers in all departments of business education are interested to a great extent in the development of certain skills, it may be worth while for us to review briefly the psychology of habit formation, with a view toward the application of the knowledge of this process to the teaching situations encountered particularly in shorthand classes. William James, America's greatest psychologist, in his inimitable style called attention to the importance of habit in relation to human behavior, especially as regards moral conduct. It would be impossible to state the situation more effectively than to quote his words as they are found in his "Principles of Psychology":

Habit is thus the enormous fly-wheel of society, its most precious conservative agent. It alone is what keeps us all within the bounds of ordinance and saves the children of fortune from the envious uprisings of the poor. It alone prevents the hardest and most repulsive walks of life from being deserted by those brought up to tread therein. It keeps the fisherman and the deckhand at sea through the winter; it holds the miner in his darkness, and nails the countryman to his log cabin and his lonely farm through all the months of snow; it protects

us from invasion by the natives of the desert and the frozen zone. It dooms us all to fight out the battle of life upon the lines of our nature or our early choice, and to make the best of a pursuit that disagrees, because there is no other for which we are fitted, and it is too late to begin again. It keeps different social strata from mixing. Already at the age of twenty-five you see the professional mannerism settling down on the commercial traveler, on the young doctor, on the young minister, on the young counsellor-at-law. You see the little lines of cleavage running through the character, the tricks of thought, the prejudices, the ways of the "shop," in a word, from which the man can by-and-by no more escape than his coat sleeve can suddenly fall into a new set of folds.

We may disagree with James as to details, but the general importance of habit is universally admitted. It has operated in the organic world since life began and has been recognized by philosophers and psychologists of all times. With James and his school, it is clearly formulated as regards conscious activities. With Thorndike and his students, its application is recognized in all activities, both the conscious and the unconscious. Together with the laws of readiness and effect, the laws of habit or exercise are among the most important, if not the most important, principles of life. These three laws are basic in the psychology of learning. Skill consists essentially in a coördinated group of habits that bring about the quick and accurate performance of a task. Modern neurology and psychology go hand in hand in the description of the reflex arc. This arc, or series of neurons that are connected in the process of any complete reaction, has come to be known as a neutral pattern, especially when it involves a more or less complicated group of neurons. The process of setting up neural patterns in a reaction is always started by a stimulus. This, then, is the beginning of the formation of a habit.

How to Employ Laws of Habit Formation

Good teaching consists in the habituating of effective reactions with the least waste of time and energy on the part of the student. The first law of habit formation, then, is that the stimulus must be clear, positive, and adequate. Doubtless this statement seems trite and hackneyed, but its full import is often

overlooked. A pupil should always know just what he *needs* to do before he starts into a situation. The first step should be an attempt to enable him to realize consciously the end of the activity that he is about to initiate. The teacher ought to put the pupil in the attitude of the inventor of the shorthand system, who, realizing the frequency of a certain word or letter and feeling the necessity for a shorter form, invented a shorthand outline for it. The pupil thus approaches his task with greater zest and a greater sense of its importance.

Teaching Versus "Telling"

Pupils are not mere receptacles into which the thought and ideas of the teacher may be poured; they are mentally alert human beings to whom mental activity is as natural as physical activity. The teacher's problem is to direct and control this mental activity. Shorthand teachers have adopted very generally the "telling" method of presenting shorthand principles. They have looked upon the subject as a study of purely mechanical devices which could be acquired only through a machine-like process of memorization by rote and repetition. In many cases an approved method has been to assign certain rules or principles for home study and spend the recitation hour in drill. But it is decidedly more important to discover at various stages the questions and problems that pupils already vaguely feel. This can be done best by questioning and suggesting rather than in telling and explaining. The assignment of new principles by the teacher should be replaced by the coöperative selection of points of difficulty arising out of activities already under way.

Advantages of the Inductive Approach

This means that the approach should be inductive rather than deductive in general attitude, since experience develops out of specific instances of perplexity rather than through the application of generalizations formulated by textbook writers. The advantages of this approach and development are as follows:

1. There is a tendency to develop thought in one activity which may be applied in other situations. The acquisition of ability and disposition to think out certain problems in the shorthand class does not necessarily mean that this ability will carry over into a field different from that in which it has been acquired. It is probably true, however, that the pupil who thinks clearly in one subject will acquire ability to think in other situations, when thinking is not an end in itself but results from the solution of problems that arise out of needs that the pupil feels. When pupils formulate their own rules that

aid in the control of practical difficulties, the learning of stipulated principles is unessential and the transfer will take care of itself. Practice in making one's way through practical difficulties establishes the best attitude we know for facing other problems.

2. More associations are made by the process of thinking than in other ways, and thus the shorthand principle is remembered longer; a more definite impression is made than if it were committed to memory by sheer attention and repetition. Learning takes place with best results when practical use is most in evidence. It is most retarded when a place for application is sought afterward.

3. Mere facts, through the process of thinking, take on a new meaning. Thus the rule is not only remembered longer, but in the process of thinking, the real meaning of the rule becomes apparent. The originator of a shorthand system has a definite reason for the adoption of certain rules and devices, and in developing these rules inductively as they are needed in a growing experience their functions are keenly appreciated and long remembered.

4. As a rule, pupils enjoy meeting new difficulties and solving them. They thus acquire an active, intelligent interest in the subject, an interest which not only aids in learning but also grows according to the law of exercise when it is provided for in a series of instances.

How Repetition Functions

The second law of habit formation is repetition. This means that we must simply do the thing over and over until the neural pattern becomes fixed. Repetition of the act develops the habit, but great skill must be exercised by the teacher to make the work progressive. This repetition, however, is conditioned by certain factors in the organism. Repetition must not go on to the extent of setting up interference through fatigue or loss of interest. Periods of integration are also essential, because they enable one to rise to higher levels. After principles have once been acquired, the setting up of standards of efficiency in accuracy and speed establishes the motive for that immediate and continued practice on which all success in shorthand depends. Shorthand must be learned primarily in such a way as to form facile habits; consequently, practice, even in the theory class, predominates as a method of teaching. The moment the shorthand principles are comprehended, all analysis should stop and skill in writing should be cultivated. To think how to write a word destroys all fluency.

Automatizing Connections

At the beginning of practice, everyone should have a definite idea of what is to be done and be provided with an adequate incentive for performance. Penmanship, type-writing, hand work of all sorts involve the existence of connection between certain stimuli and certain movements of the muscles. It is necessary, therefore, to obtain, first, a correct conception of what is to be

done; and, second, the proper associations. After the right connections have been correctly started they may be made automatic by practice. There are five important elements of successful practice that should be considered.

1. *Automatizing connections.*—Since shorthand is a habit-forming subject, the main problem is to develop automatic control of certain motor reactions to certain mental stimuli. After a correct start has been made, the proper connections should be automatized. The first weeks in shorthand are of prime importance, for it is during this period that shorthand technique is attained. The proper position of the pupil at the desk and the manner of holding the pen are discovered and made automatic. Since it is much easier to teach correct form than to break bad habits and substitute proper ones, correct position and correct holding of the pen should be insisted on at the start. Since first impressions tend to persist, correct models and correct movements to produce a light, quick outline should be insisted upon from the beginning.

2. *Correct practice.*—Only correct practice makes perfect. Only correct models or outlines should be practiced. Mere repetition is not sufficient. It is better to stop entirely than to continue when careless work is being done. In speed work, the attention is usually diverted from the details in the effort for increased speed. Consequently, it is better to practice most of the time for accuracy and only a part of the time for speed. Practice at maximum speed should come after the elemental associations are perfected. Phrases, combinations, shortened forms, wordsigns, etc., should all be learned in correct form from the beginning so that nothing will have to be unlearned and learned differently.

3. *Importance of pleasant tone.*—The attitude of mind while practicing has far more to do with the results of the practice than is generally recognized or appreciated. A pleasant feeling tone facilitates progress. A class or an individual should be in a happy, optimistic, yet calm and determined frame of mind while practicing. It is generally conceded that those responses or reactions which bring satisfaction tend to be repeated, while those accompanied by a feeling of annoyance are gradually eliminated. As a rule the greater the feeling of dissatisfaction connected with an act the less likely it is to be repeated. In the same way, a pleasant feeling tone spurs a learner on while an unpleasant feeling tone interrupts progress, since the attention, instead of being focussed on the details of the work, has acquired a mental "set" unfavorable to it. It is essential, therefore, for the shorthand teacher to encourage his class if he wishes his students to succeed. There must be present a desire to improve, coupled with a determination to make progress.

4. *Concentration.*—Interest and concentration of attention secure effective practice, and attention is largely determined by interest. The most desirable form of interest to be obtained is the spontaneous interest in the subject itself. The practical significance of shorthand makes it, to a very large extent, self-motivating, and this high degree of interest can be maintained. We may sum up concentration by saying that *we learn by doing* and that *doing* means both *executing* and *thinking*. When the pupil is able to do his executing and thinking quickly and without the necessity of reflection, then the results of concentrated effort are beginning to show.

5. *Practice on essentials.*—Practice should always be on the essentials. If there are certain combinations that present special difficulty, the greater part of the time should be spent upon these. It is uneconomical to spend an equal amount of time on all words. Emphasis in shorthand writing should also be placed upon words of highest frequency. A good plan is to mark in the Manual the words of highest

frequency which are found in the Ayres scale* and from these words compile sentences so that sufficient emphasis may be given to words occurring most often.

Other Factors that Influence Learning

The law of effect, with its accompanying satisfaction or annoyance, is just as important as the laws of practice ordinarily considered as laws of habit and exercise. The teacher must consider the main series of effects. They serve, first, to emphasize from the beginning the desired bonds leading to the desired responses to the total situation, and at the same time to weed out the undesirable ones. They also emphasize every action of the bonds and strengthen those productive of appropriate responses.

The third law of habit, as stated by James and formulated by other writers in different ways, makes the avoidance of exceptions essential. This, of course, needs no explanation. Rip Van Winkle always spoiled his good resolutions by the introduction of exceptions, little excursions and day naps. Avoiding exceptions means keeping eternally at the work of practicing, which in turn necessitates the avoidance of that dull, deadening repetition that will result in stagnation as well as retrogression.

The idea of motivation or the doctrine of purpose should pervade every repetition lesson in order to produce live, wide-awake response and satisfactory results in shorthand work. Blackboard work by both teacher and pupil is commonly accepted as a primary means of practical, interesting teaching and learning. A change in the manner of conducting the recitation may spur the lagging interest of a class or even of a few individuals. Appeals to emulation may produce satisfactory results. The class may be divided into teams and graphical records of achievements kept. Contests between sections or class groups are often potent in producing a lively interest. In wordsign reviews, the use of flash cards similar to those used in the elementary school in arithmetic and reading save much time and vary routine.

Early Dictation Important

The early introduction of dictation and reading—even as early as the very first lesson—has a twofold advantage. First, it gives the pupil a chance to digest the principles by putting them into use; and, second, it gives him a practical, personal interest in the subject by making him realize that he is actually writing shorthand at the very start. By far the best method of securing concentrated attention and intense effort is by utilizing the active interests of the pupil. The teacher

* This list was presented in the September, October, November and December issues of this magazine.

who can do this may be sure of good results. Any scheme, device or method that arouses further self-activity on the part of the pupil will enhance interest, vitalize the work and produce successful efforts. Words, phrases, wordsigns, various expressions which the pupil will find useful in connection with another study may be utilized.

The teacher may select material for dictation according to the diversified interests of the class. If selections are chosen with the view of preparing for notetaking at some particular time or in some particular subject, they will prove all the more interesting and valuable. If pupils are allowed and urged to make selections for dictation, and then in turn actually do the dictation, they feel that the work is theirs. Reading stories and articles from shorthand notes will vary the method of procedure and facilitate the writing of shorthand. Any variation in the method of conducting regular dictation will prove valuable in the way of enlarging the vocabulary or increasing ability in writing and reading.

Summary of the Main Points

To summarize the main points: The laws of habit applied to the learning and teaching of shorthand are just as effective and productive of satisfactory results as when applied to the acquisition of skill in any other kind of hand work.

First, shorthand demands a definite, clear, positive stimulus, one that arises out of the needs of the situation in which those undergoing instruction find themselves. Such a stimulus carefully adjusted to the situation produces an adequate response which will in turn strengthen and encourage successful performance.

Second, repetition of the response with attention concentrated both on the *how* and the *why* will result in automatized connections and skillful execution. Practice with the attention focussed on the ends to be attained and the means to be used in their attainment will result in automatic skill in writing correct outlines. Third, avoiding exceptions in establishing proper connections, seeing that practice on correct forms is regular, and taking care that nothing has to be unlearned and re-learned, will strengthen desirable bonds and automatic skillful performance. When shorthand is written *with* ease and skill, and *without* reflection or attention to the outlines, the proper habits have been formed.

Thus do we proceed in the learning and teaching of shorthand. Efficiency in skill and joy in success come, as in all other mental and motor functions, through the provision of conditions, situations, stimulations

and guidance that most adequately take into account the laws of habit formation formulated by James for mental activities in general and broadened by his successors through experimental evidence into the laws of readiness, exercise and effect, applicable to all activities, including both the conscious and the unconscious.

Shorthand Teacher Elected Mayor

MEMBERS of our profession will be glad to know and to congratulate Mr. Gregory J. Scanlon, a former teacher of Gregg Shorthand, on his election as Mayor of the historic city of Holyoke, Massachusetts.

Mr. Scanlon is in his thirties and his rise to prominence is worthy of notice. Born in Holyoke in 1887, he attended the local grammar and high school and in 1910 had been graduated from Holy Cross College with an A.B. degree. He took post graduate work in commercial subjects at Bay Path Institute, Springfield, Massachusetts, in 1911, and was appointed to teach at the South Bethlehem (Pa.), high school the following year. Later Mr. Scanlon was chosen head of the commercial department of the Crosby High School, Waterbury, Connecticut, in which school he introduced Gregg Shorthand. In a recent letter from Mr. Edward J. Scanlon, who notified us of his brother's well-earned distinction, he says: "And he was instrumental in having Gregg Shorthand introduced in several high schools in New England."

During the war Mr. Scanlon served in the army as a sergeant and at the end of hostilities took the bar examination, passed, and practiced law in Waterbury, Connecticut. Later he opened a law office in his home town, Holyoke, and the following year was elected a member of the Board of Aldermen. His ability as a lawyer, his understanding of civic responsibility, and his keen desire to serve, soon won for him the esteem of his fellow-citizens. On December 1, 1925, they elevated him to the most honored position within their power to give. He was elected to the Mayoralty of Holyoke.

To Mr. Scanlon we extend our cordial good wishes for a successful term of office, and we believe that our readers will join us in offering him hearty congratulations.

EDITORIAL COMMENT

ON SUNDRY TOPICS

Shorthand Gives Opportunity

WE have often written of the motivating value to students of shorthand there is to be found in the stories of the careers of the men and women who got their first start up the ladder of success through the medium of shorthand. The names of these, of course, are legion, and a book could be written on the subject.

The other day a new hero of the fountain pen and pothooks flashed into the limelight. He is George H. Jones, and he has just been made chairman of the board of directors of the Standard Oil Company—which is a sizeable corporation, as all of you know who pay toll at the filling stations. Moreover, he is reported to be receiving a salary of \$150,000 a year—which is also a sizeable salary for a man who, a comparatively few years ago, was taking dictation and transcribing it on the typewriter, doing the kind of work we are training our students to do. Practically all the metropolitan newspapers carried the story of Jones's rise, and almost without exception a feature was made of his starting as a stenographer. R. R. Batson, writing in the *New York Evening World*, says:

At fifteen he had to get down to business every day at six o'clock, start the fire in the stove in chilly weather, and put desks in shipshape for other employees. . . . The long hours and meagre pay did not seem to dampen young Jones's ambition. In spare moments he learned what he could of bookkeeping and correspondence, and at the end of six months his pay was increased to \$5.00 a week. With a part of his savings shortly thereafter he sent for shorthand books, and devoted whatever spare time he could find to learning the characters. No one dictated to him, but for practice he took every letter that came into the office and rewrote it in shorthand. He has never seen a typewriter, but one day a catalog came into the office, and Jones promptly cut out the fac-simile of the keyboard and pasted it on a board. On this he spent hours in "typing" his shorthand notes.

Thus it will be seen that Jones, with the most meagre equipment, gave himself practically the traditional course in our business schools—bookkeeping, correspondence, shorthand, typewriting. And in doing it he displayed the kind of resourcefulness that is worth emulating.

But to go on briefly to show how shorthand influenced his career. Jones went to a business college, for a short time. He soon secured a position as stenographer, and later went to Pittsburgh with the company of which he is now chairman of the board. "There he did the bookkeeping and accounting of the office until five o'clock each afternoon," says Mr. Batson, "and then handled the correspondence until eleven o'clock at night. His tremendous capacity for hard work attracted the attention of high officials and he became the secretary of Daniel O'Day, and studied law. His remarkable memory, his knowledge of law, and his ability to take notes in shorthand, quickly won him promotion."

There seems to be a feeling on the part of young men today that shorthand work in an office is the work of a girl; that it isn't a boy's job. Nothing could be further from the truth. It is true, of course, and will always be so, that the majority of workers in this field are girls. It is also true that in most cases girls become stenographers and secretaries and stick there during their comparatively short business careers. The reason for this is that girls look upon their work as temporary (making the usual exceptions, of course), while an ambitious boy immediately begins to look forward to the job higher up. And some of them, like Mr. Jones, are willing to pay the price of hard work to achieve it.

"Rational" Praised in Japan

THE spread of the New Rational Type-writing throughout the civilized world is illustrated in a circular we recently received from Japan through the courtesy of Mr. F.

Fujita, describing the courses in typewriting in the Foreign Language Association School in Tokyo.

Mr. Fujita tells us in the circular that Mr. S. Iwai, the principal of the school, "is always endeavoring to make the students of his school acquire the perfect skill in typing, therefore if the students make proper use of the Rational Typewriting, surely they will attain the best result."

We shall not give a translation of the part of the circular reproduced on the page opposite, but will leave that to the linguistic readers of the *American Shorthand Teacher*.

Mr. Fujita is an ardent Rational "fan" and is enthusiastic in advocating artistic typewriting in Japan.

Research Conference to be Held in Iowa

ON March 18, 19, and 20 at the State University of Iowa, we learn from Mr. E. G. Blackstone, will be held the first of a series of annual conferences on research in commercial education. A dozen or more speakers of national reputation have been invited to participate by reporting upon the research problems upon which they are engaged.

Most of the educational conferences are held in the East, beyond the reach of many teachers in the Middle West. This Conference will enable those teachers to see and hear the foremost thinkers in the field of commercial education. Every commercial teacher should be there, that goes without saying. But Mr. Blackstone urges that every administrator and supervisor of high schools should be there, because the tremendous growth of commercial work in high schools and the constant demand for new subjects make it necessary for administrators to make decisions. On what facts are those decisions based? Do our administrators know where pertinent facts may be found or what studies of such problems have been made? The Conference is one place to find out. Administrators need not feel that they must be acquainted with the technique of commercial subjects in order to benefit from the Conference.

We hope to have a detailed program in time for our next issue, but complete information can be had from Mr. Blackstone at the University.

SAVED!

What?

An enormous amount of time and labor writing questions.

How?

By the use of

Problems and Questions in Commercial Law

By Arnon Wallace Welch

The problems and questions are put in pad form, with spaces left for the answers. The leaves are perforated so they may be easily removed.

The problems are practical and are filled with human interest. They will add greatly to the effectiveness of your course.

It is not intended that "Problems and Questions in Commercial Law" should displace the textbook you are using. It is rather designed to supplement that book and to give the student an abundance of practice in analyzing situations and applying the principles of law expounded by the instructor.

Although "Problems and Questions in Commercial Law" was published less than a year ago, the pad has already been adopted by more than 200 of the leading private and public schools in the country.

*Send for sample copy—list price, 80c
Teacher's Manual—free to teachers*

The Gregg Publishing Company

New York Chicago Boston
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The Interest Problem

*The Sixth of a Series of Articles on the Use of the Gregg Writer
Credentials, With Monthly Class Drills and Suggestions
as to How Best to Present the Tests*

By Florence E. Ulrich

Movies for Commercial Clubs

SO many letters have been received from stenographers interested in joining a commercial club, that we are compelled "to take a census" of the commercial clubs now in operation in order to give the desired information.

What is Your Club Doing?

Please Report

For the purpose of making this report as complete as possible, will not the teachers have the presidents or secretaries of their clubs send me this data: the name of the club, its location, requirements for membership, etc., in order that we may publish the report in an early issue of the *Gregg Writer*. It is important that this information reach us soon; therefore do not procrastinate, but have the information written up and mailed to me at once.

More Program Suggestions

There is a tremendous demand for new and novel entertainments from the numerous commercial clubs that are in existence, and that are being organized in the schools throughout the country. In previous issues of the magazine, we made suggestions for the "meaty" part of the programs, and also some suggestions for the frolic.

Plays Popular

Of these, the plays seem to have been the most popular form of entertainment. The demand is for short plays of one or two acts, that can be produced in an hour or less. A few plays that have been published in the *Gregg Writer* from time to time are now

being published in pamphlet form, to be supplied to schools at a nominal cost. This book will be ready for distribution soon, we understand; further notice will be given in this magazine when it is off the press.

The titles of the plays to be included in the book are:

Diogenes Looks for a Secretary
A Saturday Morning in an Office
Overtime
By Hooks and Crooks
Not to the Swift
Shot at Sunrise
The Trailer of Errors

Motion Pictures Can Be Had Also

Another form of entertainment gaining rapidly in popularity is the motion picture. Since visual education has been in vogue, a great many industrial companies and educational organizations have been making films to be used in the classrooms and auditoriums of the schools.

"Twenty Centuries of Shorthand"

The most popular of these films for the Shorthand Department is "Twenty Centuries of Shorthand," a motion picture of the story of shorthand as told by Mr. Gregg and adapted to the screen by Mr. SoRelle from the story bearing this title, published in the Century magazine.

Few students who are studying shorthand today know the long and interesting history that shorthand has. We have in existence specimens of shorthand that were written in 63 B. C. Julius Caesar was a shorthand writer, and in that dramatic and tragic "et tu Brute" episode, Caesar was stabbed to death with styli, the writing instruments of stenographers of his day and time. This, as

well as other incidents of the earlier part of shorthand history, is shown in "Twenty Centuries of Shorthand." The story of shorthand as depicted in the film unfolds with constantly increasing interest. Mr. Gregg traces shorthand down to the present, shows some "close-ups" of famous shorthand writers writing at top speed, and many other features that will be both interesting and instructive to shorthand students as well as to aspiring secretaries and reporters.

After your students have seen this film, they will have a new conception of one of the most important arts contributing to our highly complex modern business life. They will be thrilled with the important part that it has played in the making of history and in the world's progress, and will come away with a fuller realization of its increasing importance and possibilities. The demand for the films is very great, and I suggest that you put in your requests as far in advance of the time that you will want it to be shown as possible, because the films are limited in number and are usually booked up solidly several months in advance.

Yale University Press Film Service Releases

"The Chronicles of American Photo-Play," a series of vivid and inspiring motion pictures, reproducing with historical accuracy striking events in the annals of the United States from the voyage of Columbus to Appomattox, are being distributed by the Yale University Press Film Service. There is a moderate charge for the use of these films

to cover the cost of production and distribution. This series embraces the fascinating and exciting adventure of Columbus; the majestic scenes of the Declaration of Independence; "The Eve of the Revolution," and others. Full information about the films may be had by writing to Mr. Greene, Yale University Press Film Service, Guaranty Trust Company Building, New York City.

Y. M. C. A. Distributes Motion Pictures

A great many educational films are distributed free of charge, except for the cost of transportation, by the Motion Picture Bureau of the Y. M. C. A. There are numerous subjects from which to choose, and I suggest that any of you who are interested write to the secretary of your local branch of the Y. M. C. A. for particulars.

Agricultural Department Films

Miscellaneous circular No. 27, published by the United States Department of Agriculture, and containing a list of motion pictures that have been released for distribution, will be mailed to you, upon request.

State Films Often Available Also

You can probably arrange with the State Department of Education of your own state for films suitable for an evening's entertainment, too.

The showing of motion pictures is easily arranged, and will provide a very interesting evening for your club members.

Class Drills on the O.G.A. Contest Copy



I AM giving you the complete contest copy this month so that you can choose for practice any outlines that give special trouble, or practice the article as a whole.

Practice for Fluent, Continuous Writing

There is a deplorable lack of fluency and continuity in the writing of some specimens that have come to my desk during the past few weeks. In some instances whole clubs of specimens had to be returned simply because of this one fault. Now there is only one way to learn how to *write* shorthand and that is to *write* it. Fluency can not be acquired by slow, labored writing. Suggest to

the students that they memorize a line or two of the copy, and then continue to write it fluently and continuously for several minutes, or until they can write it with a smooth, firm, light stroke, lifting the pen or pencil before completing the outline. Frankly, if a specimen of shorthand does not have fluency, it has very little chance to make a good showing in the contest. Fluency is an important element in speed writing and the time to develop it is during the habit-forming stage, not during the dictation period when most of the writing habits have been fixed.

Get-Away Lightly

An easy, graceful "get-away" at the end of each character improves the writing very materially, and will distinguish the professional writer from the writer of lesser ability.

In previous numbers of the "American Shorthand Teacher" we have presented the shorthand forms for the 1,000 commonest words, arranged alphabetically for the purpose of easy reference. In the present series, which is based on the list of 1,000 commonest words in Volume 4, "Harvard Studies in Education," additions have been made from the list of 4,000 words compiled by the New York State Education Department as a test for literacy.

A Basic Shorthand of the Most Common Words

Arranged According to
the Gregg Shorthand

Lesson One

| | | | |
|---------|---|--------|----|
| ago | o | array | eo |
| aid | o | clean | ne |
| air | e | crate | ve |
| attack | o | creed | xe |
| came | o | dark | de |
| can't | v | dead | de |
| cream | o | deed | de |
| day | o | deem | de |
| eight | o | drama | re |
| enemy | o | dread | re |
| get | o | dreary | re |
| had | o | drill | re |
| head | o | drag | re |
| hear | i | eager | o |
| her | i | eat | o |
| here | i | gain | o |
| him | i | greedy | o |
| laid | o | hat | o |
| late | o | hatred | o |
| made | o | heed | o |
| main | o | hill | i |
| make | o | kick | o |
| married | o | lady | o |
| may | o | lake | o |
| me | o | lead | o |
| mean | o | league | o |
| meat | o | led | o |
| meet | o | limb | o |
| middle | o | limit | o |
| milk | o | marked | o |
| mill | o | nail | o |
| need | o | naked | o |
| rate | o | rack | o |
| read | o | rainy | o |
| ready | o | ran | o |
| red | o | realm | o |
| take | o | rear | o |
| taken | o | ticket | o |
| tea | o | treat | o |
| train | o | tree | o |
| add | o | trick | o |
| arraign | o | wreck | o |

Lesson Two

| | | | |
|--------|---|----------|---|
| able | C | affair | 2 |
| afraid | o | appeal | o |
| age | o | avail | o |
| back | o | allege | o |
| bear | o | achieve | o |
| became | o | baby | o |
| began | o | brain | o |
| black | o | brief | o |
| bread | o | brave | o |
| break | o | cash | o |
| chief | o | chain | o |
| deep | o | cheap | o |
| driven | o | dash | o |
| each | o | deaf | o |
| even | o | edge | o |
| fail | o | flat | o |
| fair | o | fill | o |
| fear | o | gem | o |
| feel | o | grave | o |
| feet | o | jail | o |
| fell | o | match | o |
| felt | o | neighbor | o |
| fifty | o | navy | o |
| fish | o | page | o |
| free | o | pen | o |
| fresh | o | pledge | o |
| half | o | rage | o |
| happy | o | reach | o |
| heavy | o | reached | o |
| help | o | relief | o |
| if | o | shade | o |
| labor | o | shape | o |
| leave | o | sharp | o |
| let | o | she | o |
| live | o | shame | o |
| paper | o | shift | o |
| pay | o | shriek | o |
| plain | o | trip | o |
| plan | o | valid | o |
| play | o | vary | o |
| pretty | o | vacate | o |
| range | o | wrap | o |

Hand Vocabulary

Common Words

ing to Lessons in
horthand Manual

The words are arranged according to the lessons in the Gregg Shorthand Manual. The words in italics are from the list of the 1,000 commonest words and are given for the most part in the first column. Those printed in Roman type are from the list of 4,000 words compiled by the New York State Education Department as a literacy test. The wordsigns of each group will be treated as a unit in the Ninth Lesson.

Lesson Three

| | | | |
|---------|-----------|---------|-----------|
| abroad | <i>ab</i> | auto | <i>au</i> |
| alone | <i>al</i> | abhor | <i>ab</i> |
| bore | <i>bo</i> | below | <i>be</i> |
| bought | <i>bo</i> | broad | <i>br</i> |
| broken | <i>br</i> | blown | <i>bl</i> |
| brought | <i>br</i> | ball | <i>ba</i> |
| caught | <i>ca</i> | boat | <i>bo</i> |
| coal | <i>co</i> | borrow | <i>bo</i> |
| draw | <i>dr</i> | block | <i>bl</i> |
| drawn | <i>dr</i> | broke | <i>br</i> |
| four | <i>fo</i> | blow | <i>bl</i> |
| fellow | <i>fe</i> | college | <i>co</i> |
| grown | <i>gr</i> | dock | <i>do</i> |
| home | <i>ho</i> | door | <i>do</i> |
| honor | <i>ho</i> | dawn | <i>da</i> |
| hope | <i>ho</i> | fraught | <i>fr</i> |
| job | <i>jo</i> | float | <i>fl</i> |
| kept | <i>ke</i> | flown | <i>fl</i> |
| know | <i>kn</i> | folly | <i>fo</i> |
| known | <i>kn</i> | fraud | <i>fr</i> |
| law | <i>la</i> | hot | <i>ho</i> |
| loan | <i>lo</i> | hotel | <i>ho</i> |
| low | <i>lo</i> | ignore | <i>ig</i> |
| motor | <i>mo</i> | knock | <i>kn</i> |
| no | <i>no</i> | lot | <i>lo</i> |
| non | <i>no</i> | lofty | <i>lo</i> |
| nor | <i>no</i> | load | <i>lo</i> |
| note | <i>no</i> | mob | <i>mo</i> |
| off | <i>of</i> | narrow | <i>na</i> |
| oh | <i>oh</i> | omit | <i>om</i> |
| on | <i>on</i> | often | <i>of</i> |
| or | <i>or</i> | plot | <i>pl</i> |
| ought | <i>ou</i> | plod | <i>pl</i> |
| own | <i>ow</i> | rob | <i>ro</i> |
| road | <i>ro</i> | rock | <i>ro</i> |
| show | <i>sh</i> | roar | <i>ro</i> |
| shown | <i>sh</i> | shop | <i>sh</i> |
| talk | <i>ta</i> | shock | <i>sh</i> |
| taught | <i>ta</i> | shore | <i>sh</i> |
| victory | <i>vi</i> | tone | <i>to</i> |
| whole | <i>wh</i> | tall | <i>ta</i> |
| wrote | <i>wr</i> | veto | <i>ve</i> |

Lesson Four

| | | | |
|---------|-----------|---------|-----------|
| away | <i>aw</i> | gloomy | <i>gl</i> |
| blue | <i>bl</i> | hallway | <i>ha</i> |
| cut | <i>cu</i> | hush | <i>hu</i> |
| do | <i>do</i> | luck | <i>lu</i> |
| equip | <i>eq</i> | lure | <i>lu</i> |
| food | <i>fo</i> | noon | <i>no</i> |
| foot | <i>fo</i> | pull | <i>pu</i> |
| greater | <i>gr</i> | quick | <i>qu</i> |
| knew | <i>kn</i> | quit | <i>qu</i> |
| looked | <i>lo</i> | queer | <i>qu</i> |
| moved | <i>mo</i> | rut | <i>ru</i> |
| none | <i>no</i> | rough | <i>ro</i> |
| to | <i>to</i> | route | <i>ro</i> |
| too | <i>to</i> | roadway | <i>ro</i> |
| took | <i>to</i> | rub | <i>ru</i> |
| true | <i>tr</i> | shrewd | <i>sh</i> |
| twelve | <i>tw</i> | shrug | <i>sh</i> |
| two | <i>to</i> | shoot | <i>sh</i> |
| up | <i>up</i> | shoe | <i>sh</i> |
| wait | <i>wa</i> | shook | <i>sh</i> |
| way | <i>wa</i> | shut | <i>sh</i> |
| we | <i>we</i> | tough | <i>to</i> |
| who | <i>wh</i> | wash | <i>wa</i> |
| whom | <i>wh</i> | wear | <i>we</i> |
| win | <i>wi</i> | weave | <i>we</i> |
| won | <i>wo</i> | wagon | <i>wa</i> |
| wore | <i>wo</i> | wed | <i>we</i> |
| year | <i>ye</i> | wall | <i>wa</i> |
| yet | <i>ye</i> | walk | <i>wa</i> |
| await | <i>aw</i> | wake | <i>wa</i> |
| awake | <i>aw</i> | wage | <i>wa</i> |
| awoke | <i>aw</i> | watch | <i>wa</i> |
| boom | <i>bo</i> | weep | <i>we</i> |
| crude | <i>cr</i> | wicked | <i>wi</i> |
| cook | <i>co</i> | wool | <i>wo</i> |
| cool | <i>co</i> | widow | <i>wi</i> |
| crooked | <i>cr</i> | weary | <i>we</i> |
| dull | <i>du</i> | worked | <i>wo</i> |
| doom | <i>do</i> | whim | <i>wh</i> |
| equity | <i>eq</i> | yellow | <i>ye</i> |
| flood | <i>fl</i> | yon | <i>yo</i> |
| fruit | <i>fr</i> | yell | <i>ye</i> |

O. G. A.
ANNUAL CONTEST COPY

It is often the difference between a qualifying specimen and one that is disqualified.

Please do not interpret fluency to mean a scrawly style of writing. The difference between a fluent style of writing and a scrawl is this: fluent writing is controlled writing, scrawly writing is uncontrolled writing.

I wish that each one of you would stress fluency this month. Talk about fluency, and

about the *get-away* stroke at the end of each outline; practice it, and insist upon getting it, in all of the work that is being done in your class.

When you have done this you will find that you have made a big stride in shorthand teaching, and you will have increased considerably your chances for winning recognition in the contest.

Why Enter the C.T. Contest?

Now this is the Law of the Jungle
As old and as true as the sky;
And the Wolf that shall keep it may prosper,
But the Wolf that shall break it must die.

As the creeper that girdles the tree-trunk
The Law runneth forward and back—
For the strength of the Pack is the Wolf,
And the strength of the Wolf is the Pack.

—Kipling.

WE receive many enthusiastic letters from teachers who plan to take part in the C. T. Contest, telling us how these contests keep up the spirit of enthusiasm in the classroom and make typewriting easier and more pleasant for the students. But two letters that were received distressed us considerably because they revealed the fact that the writers of them missed the primary object of the contest—the application of the contest spirit increasing and maintaining efficiency in typewriting.

Let me quote from them: "I am sending the list of our students for the C. T. Contest. I am not taking such an interest in the contest work this year, as our class is unusually small and I am not able to have even a club of ten—only nine Gregg students and ten in the typewriting class." From the other: "As we offer but one year of typewriting, we do not really figure in the contest. Inasmuch as there is no hope of taking a place, I see no value in entering the contest."

The Contest a "Means" Not an "End"

Winning contests is not so much a matter of the amount of time at the typists' disposal as it is a matter of making good use of time by persistent, intelligently directed effort. The student must so learn to direct his own efforts as to accomplish the maximum results in the minimum of time, and this he learns to do through the instruction and guidance of his teacher. The teacher sets the goal and assists and guides the student, but the student

himself must by enthusiastic, persistent, and intelligent practice and study attain it. It is obvious that the more interest the student takes in his work the better work will be done. The C. T. Contest provides an incentive and objective to work for, which creates interest and an atmosphere of enthusiasm. It is with this thought in mind that the contests were instituted. The teacher who tells us that neither she nor her students have a chance, confesses inferior teaching ability.

To my mind, then, training contest winners is not so much a matter of time, number of contestants, or of human elements, as it is a matter of good teaching, and this means interest-begetting methods. What good teacher has not that ability?

No Zest in an Open-and-Shut Race

Naturally, you cannot know when you enter your class whether or not you will win one of the prizes, but you can try and see whether or not you do. Even if you do not win a prize this year, the results that you will be able to get from this teamwork in the typewriting classes will be uniformly better than can be obtained without it, and will give you and your students a satisfaction that you cannot have until you have experienced it.

Cup Visible Symbol of Increased Efficiency Contest Practice Gives

The Competent Typist Cup is offered to you or to any typewriting teacher who cares

to enter her class in the contest and try for it. What was the best individual typewriting record made by your students last year? What was the best average record? Answer these questions first; then have the list of your eligible students mailed to us immedi-

ately and in June compare your last year's record with the new. The increase in typewriting efficiency through the enthusiastic "pushing" of the C. T. in the classroom will be very gratifying to you—will make you proud of your competent typists!

Iowa State Teachers' Convention

(Concluded from page 198)

stone and his Committee are doing a splendid work and when their work is completed commercial educators from every State in the Union can look to Iowa for material assistance in guidance in this kind of work.

State Survey of Commercial Education Being Conducted

At the meeting last year a proposal was made that a State Survey of Commercial Education be instituted, and a Committee on Ways and Means was appointed to study the problem and propose a plan at the next meeting.

During the year questions were collected from each committeeman, covering a variety of topics—so many, in fact, that it became evident that it would be impossible to cover the entire field in a single questionnaire. As a result, it was proposed that a series of surveys be planned to cover a single phase of business education. Bulletins containing the results of each year of activity will be published.

Subjects for Investigation During 1926

During the coming year an investigation will be made through the coöperation of the College of Education of the State University of Iowa, which shall cover facts concerning:

1. Training of Teachers
2. Degrees and Certificates
3. Business Experience of Teachers
4. Teaching Experience
5. Professional Activities Other Than Teaching
6. Enrollments in Commercial Classes
7. Activities Outside the Classroom
8. Classroom Activities:
 - (a) Number of Classes Taught
 - (b) Subjects Taught
 - (c) Length of Class Period
 - (d) Enrollment by sexes
 - (e) Textbooks Used

Acting upon authority vested in it by the Association, the Committee will proceed immediately to send out to all High School teachers in Iowa this questionnaire. Findings will be published in a bulletin as soon as the replies are tabulated. With the findings will be given interpretations and suggestions for improvement in the field of Business Education.

Topics for Future Surveys

Topics for surveys in future years will cover occupational opportunities, systems of vocational guidance, placement and follow-up work of students, and use of standardized tests. The fifth year will see a repetition of the questionnaire used during the first year, so that the extent of the progress may be measured.

College Credit Now Given for Stenography at Iowa University

In concluding, Professor Blackstone made a very important announcement which was greeted with enthusiasm by every commercial teacher present. The announcement ran something as follows:

The College of Commerce of the State University of Iowa announces that beginning with the Second Semester of the present school year, two courses in stenography will be offered which will carry *College Credit*. One of these courses will be offered for those students of commerce who wish to acquire facility in shorthand and typewriting; the other course is provided for prospective teachers who wish to develop skill in shorthand and typewriting, and a knowledge of pedagogical methods in those subjects.

Another University thus puts its seal of approval on Commercial Education!

DICTATION MATERIAL



to Shorthand Plates in *The GREGG WRITER*

Hurrah for Lincoln

By Octavia Roberts

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On a sultry August day, in the year 1860, a boy named Harry Lee sat on a rail fence of an Illinois farm,¹ watching his friends and neighbors as they poured down the dusty prairie road on horseback, in farm wagons, and in carriages.

All these people, well² the boy knew, were setting forth on a two days' journey to Springfield, the capital of the State, to attend a monstrous Republican rally. Many³ of the young men waved their hats in gay farewell, as they went by bawling, "Hurrah for Lincoln! Hurrah for Lincoln!" The boy watched them⁴ wistfully as they passed.

By and by a hay-rack came in sight, loaded down with young men. In two lines, back to back, they⁵ sat on the rough boards thrown across the rack, their arms intertwined, their legs dangling over the sides. They were, Harry knew, the local Glee⁶ Club. Every night for weeks Harry had stolen away to the barn where they met, to hear them practice. He had learned many of their⁷ songs by heart.

The Glee Club were singing now, joyously, if a little raucously, as they trundled on their way. The words of their song⁸ floated back to Harry:

Oh, hear you not the wild huzzas
That come from every state,
For honest Uncle Abraham,
The people's candidate?
He is⁹ our choice, our nominee,
A self-made made and true;
We'll show the Democrats this fall,
What Honest Abe can do.

Some of the singers,¹⁰ like Harry himself, would be too young to cast a vote that November for Lincoln, as they were not yet twenty-one years of age.¹¹ but they were old enough to sing and to march in the rally that was to be held in Springfield, just as Harry was longing¹² to do himself. But there seemed little chance of the boy being able to go with the others, for Farmer Ladd, the man for whom¹³ Harry worked, had said positively that he could not spare Harry from

the farm. Still, Mr. Ladd might yet relent. In that hope Harry clambered¹⁴ down from his perch on the fence and ran toward the barnyard, where he could see the farmer at work.

"Mr. Ladd," the boy began¹⁵ eagerly, "can't you please let me off to go to the rally? Every boy in this county is going. They are going to fire Roman¹⁶ candles, and carry torches, and—everything. Please, Mr. Ladd!"

Mr. Ladd put down the milk pail he had in his hand. "Three of my farm¹⁷ hands have left already to go gadding off to that rally," he said. "I'd like to know how I am to pay off the mortgage¹⁸ on this farm, if I don't get my wheat harvested."

"Oh, please let me go, Mr. Ladd," Harry dared to urge again. "I'll work twice¹⁹ as hard when I get back, sir."

"Time to go to rallies when you get to be voting age," Mr. Ladd said sourly, and he²⁰ walked toward the farmhouse, carrying the pail of milk to the kitchen.

A few minutes later the great horn sounded for supper. Harry went in²¹ and seated himself at the long table. There was always plenty of good, nourishing food at Farmer Ladd's table, though sometimes but little cheer.

Tonight²² Harry was too full of dreams of the great rally to eat heartily. He soon laid down his fork and ran back to his perch²³ on the fence near the road. Travelers were still straggling by. Some of the men had ridden one hundred miles, camping by night, the horsemen²⁴ sleeping under the trees, those who drove horses under their wagons.

One of the horsemen called to Harry: "Going to the rally, son?"

"No,"²⁵ said Harry.

"That's too bad," said the man kindly. "I knew Lincoln when he kept store in Salem. We used to wrestle together. I wouldn't²⁶ miss the ratification for anything."

He stopped his horse for a moment and looked back at the boy. "If you are staying at home because²⁷ you haven't a mount," he said, "don't let that trouble you. I'll take you up behind me."

"Thank you, sir," said Harry. "I can't go²⁸ because the man I work for here can't spare me. He wants to get his wheat harvested."

"I guess he must be a Douglas man,"²⁹ said the stranger. By that he meant, of course, that Mr. Ladd was not in favor of Lincoln for President, but meant to vote for³⁰ Stephen A. Douglas, one of the other candidates.

"Yes, he is," said Harry. But he added: "I'm for Lincoln, sir. I think he's about the⁷⁷⁵ finest man in the world."

"That's true," said the man, and he rode on his way.

It was now getting so late that few people⁸⁰⁰ were passing. Most of them were preparing their beds for the night. Harry could see dark shapes moving in and out of the timber down⁸²⁵ the road, and catch the sight of flames from a bonfire.

The night was so warm and dry the boy could not bear to go⁸⁵⁰ to his bed under the eaves, so he stretched himself out under an apple tree, powdered from the dust of the road; and, in order⁸⁷⁵ to keep up his courage, he began to sing some of the campaign songs he had learned from listening to the Glee Club. He had⁹⁰⁰ a high, sweet, boyish voice, and he took great care to pronounce each word clearly. His voice rang out in the words of the song⁹²⁵ the Glee Club had been shouting, as they passed in their wagon that afternoon:

Oh, hear you not the wild huzzas
That come from every⁹⁵⁰ state,
For honest Uncle Abraham
The people's candidate?

He thought "Uncle Abraham" a pleasant, friendly name for the candidate for President. His mind was full⁹⁷⁵ of his hero as he sang. He liked to think that Lincoln had been a poor boy like himself. It made him seem near and¹⁰⁰⁰ dear. Perhaps Lincoln had once wanted to go somewhere as much as he wanted to go to Lincoln's rally. The thought seemed to lend even¹⁰²⁵ greater sweetness to the boy's voice as he finished the song with the lines:

He is our choice, our nominee,
A self-made man and¹⁰⁵⁰ true;
We'll show the Democrats this fall
What Honest Abe can do.

As he finished, a hand fell on his shoulder. The boy clambered to¹⁰⁷⁵ his feet and stared through the dusk into the face of an agreeable-looking young man.

"Well, boy," said the young man. "You are quite¹¹⁰⁰ a singer. I'm over there in the timber camping for the night with a party of Wide-awakes. The boys sent me over to see¹¹²⁵ if I couldn't get you to go to the rally with us and lead us in singing. None of us can do much execution, except¹¹⁵⁰ in the chorus."

Harry swallowed hard. "I don't believe I can," he said. "You see, I am bound out to Farmer Ladd and he says¹¹⁷⁵ he can't spare me. He is harvesting this week."

"Shucks!" said the young man, laughing heartily. "Uncle Abraham's rally is more important than the wheat!¹²⁰⁰ This is the Ladd farm, isn't it? Wait a minute; I'll wager I can get him to let you go."

And with that the pleasant¹²²⁵ looking young man bounded toward the farm house, where the first candles were just being lighted. Harry waited for the young man's return

under the¹²⁵⁰ apple tree, his heart beating with fresh hope. After a while the stranger reappeared.

"I fixed it up with him all right," he said gayly.¹²⁷⁵

"Did he say I could—go?" gasped Harry.

"Well, not at first; but, when he found who I was, he allowed he could spare you."¹³⁰⁰

"Who are you?" asked Harry.

"I'm the son of the man who holds a little mortgage on this farm. I think Farmer Ladd thought it¹³²⁵ just as well to do me a little favor."

"When are we going to start?" Harry asked, his heart knocking against his shirt in great¹³⁵⁰ leaps of delight.

"About daybreak. Don't oversleep, will you?"

"I should say not!" cried Harry.

Before the sun arose, the boy appeared among the campers,¹³⁷⁵ and climbed proudly up into the express-wagon to which the young man drove four horses. Four horses and an express-wagon and going to¹⁴⁰⁰ Lincoln's rally! It seemed too good to be true.

What a journey it was! The young men shouted and sang all the day, stopping long¹⁴²⁵ enough only to eat and to sleep. On the eighth of August they rolled into Springfield. To Harry, who had seldom been off the farm,¹⁴⁵⁰ the little prairie town seemed a wonderful place. He gazed up at the State House, he stared at the stores, he marveled at the surging¹⁴⁷⁵ crowd that filled the streets.

Everywhere men were getting in line for the afternoon parade. When it was over, it seemed to Harry that nothing¹⁵⁰⁰ on earth could ever equal it again; and yet that very evening, as soon as the shadows fell, another took place that surpassed it in¹⁵²⁵ splendor. It was then that candles were lighted in every window, and that Harry himself was dressed in an oilcloth cape and carried a torch¹⁵⁵⁰ and a Roman candle. To keep the marchers in line, leaders on horseback rode beside the line, shouting commands.

Suddenly, just as Harry's little group¹⁵⁷⁵ reached a plain frame house, perched on a terrace, the order came to halt. Raising his eyes, Harry saw that Lincoln stood there, bowing and¹⁶⁰⁰ waving from the steps. No one could mistake that angular form, that homely, kindly face under the old top hat.

Love for him flooded the¹⁶²⁵ boy's heart. On an impulse he began to sing. High and sweet above all the din his young voice rang out:

Oh, hear you not¹⁶⁵⁰ the wild huzzas
That come from every state,
For honest Uncle Abraham
The people's candidate?

When the song ended, Lincoln's plain face was lighted with¹⁶⁷⁵ a beautiful smile. In the high, piercing voice the crowds knew so well, he called out: "Thank you, sonny. Thank you, sonny."

And then the¹⁷⁰⁰ procession moved on. After that nothing seemed of any importance. The rally ended. The prairie boys drove back to

their farms. But in one boy's¹⁷²⁶ heart the voice of Lincoln echoed with its: "Thank you, sonny. Thank you, sonny."

He never forgot it. For many a day he carried his¹⁷²⁶ head higher, his shoulders firmer, remembering that beautiful moment when Abraham Lincoln, his hero, had actually spoken to him—to him!(1771)

Do You Laugh?

By Thomas Monahan
In "Nuggets"

It is said that Lincoln kept a book of humorous writings on his desk during the darkest and most perilous hours of the Civil War.²⁶ To the members of his cabinet he would read aloud from this book, and say, "Gentlemen, why don't you laugh? With the fearful strain that²⁶ is upon me night and day, if I did not laugh, I should go mad!"

Learn to laugh. It is better than medicine for the²⁶ body. It gives the weary mind a holiday, freshens the spirit and tips the peaks of life with light.

A hearty laugh stirs up the¹⁰⁰ blood, expands the chest, sweeps away the cobwebs from the brain and electrifies the whole system.

The most completely lost of all days is that¹²⁵ on which one has not laughed. Only the pompous and self-conceited—and animals—cannot laugh.

One laugh is worth a hundred groans in any market.¹⁰⁰ Laughter attracts prosperity. Adversity picks out a frozen face.

Laughing out loud may be an indication of bad taste, but it is also a sure¹⁷⁸ sign of a good digestion and a normal liver. Man lives and is worth living with as long as he can laugh.

If your life²⁰⁰ is a grind, use it to sharpen your wit. Comical things happen to and around every one of us every day. Even the troublesome, irritating things²⁰⁰ have their funny side to the man who has thrown away his blue goggles.

It never does a smile any harm to crack it, nor²⁰⁰ are wrinkles ugly if they are the tracks left by smiles.

Don't be afraid to laugh. The human face can stand a lot!(273)

Lesson One

Words

Hackett, array, helm, haggle, err, acrid, Dane, lead, tread, hectic, tackle, wren, khaki, Etta, meek, caddy, lark, Malay, glen, trill, clan, grin, claret, nettle, clammy,²⁶ tattle, Amy, trickle, inane, agate, dram, drag, regatta, relic, hail, grenade, grain, Hague, met, nay.(40)

Sentences

Henry would not take the helm. The rain made the caddy ill. Dean Hackett will meet him in the lane. Harry hid the gray kitty²⁶ in the glen. Hattie will not tarry in the dark. Will he meet me at the regatta? He will mark the crate. I can hear²⁶ him trill in the dell. Amy will make good. Eddie did not tackle the Dane. He came in a rickety rig. Helena hid the relic²⁶ in the tree.(78)

Lesson Two

Words

Fag, freckle, fleck, flange, flit, frigate, freshet, fledg, sheepish, maple, chaplet, abridge, sharp, heap, abbey, ballad, vanilla, delve, giraffe, shackle, drift, verge, bevel, ape, grange,²⁶ lavish, shrimp, prattle, brag, frame, blame, bake, bar, branch, plan, prepay, valve, veil, chirp, jell, jerk, plague, flashy.(43)

Sentences

I have a letter from the chief. Mr. Flack gave the little lad a ticket for the play. Put the fragile plaque in the wrapper.²⁶ The ape leaped from the palm tree. The chaplain cashed the check for me. The giraffe ate the branch from the maple tree. The little²⁶ wren will fit about in the tree. He would not brag about the plan. She will put vanilla in the cake. The freshet will delay²⁶ our trip. The letter about the trip will please Freddy.(85)

Lesson Three

Words

Robe, plod, frog, hoary, knock, holiday, knob, log, folly, lawn, locket, grotto, trod, cod, shod, prod, goad, allot, gaudy, shadow, corrode, abode, halo, glow, potato,²⁶ broach, hedge-row, mocked, crotch, abolish, mauve, merino, crock, poplin, balm, college, brawl, cajole, Pauline, frock, nomad, brocade.(43)

Sentences

He caught the robber not far from the toll gate beyond the log mill. I fear the jolt cracked a bolt in the door of²⁶ the coach. The bomb will open the vault in the lobby of the hotel. John caught a cod off the rock by the dock. Her²⁶ friend told me about the holiday show at Pawnee. Pauline will call at the college for Maude. Mr. Vaughn shod the pony for Paul. I²⁶ know the blow broke the hinge off the door.(84)

Lesson Four

Words

Nook, dud, flew, furrow, flute, groove, flume, groom, cuckoo, mull, couplet, accrue, crude, cooley, buff, knuckle, ware, weary,

wedged, wafer, whalebone, wheedle, woolly, twit, waddle,³⁵ quip, qualm, cootie, Cooney, cook, broom, bloom, plug, rough, puddle, pull, twain, twill, twitch, tweed, quell, query, quarry, wallow, tool.(45)

Sentences

The book should be ready before noon. Mr. Poole will prune the fruit tree. If you will cut the wood we will haul it home³⁵ for you. Mr. Cooney should make you a good broom. Do you become weary of your work? Mr. Moody gave Buddy a tool kit. You³⁰ should not be rough in your play. The duck will waddle up the hill from the puddle. We took the bucket to wedge the door³⁵ open. He shot the loon on the lagoon. We will wash the wool for the weaver.(91)

Lesson Five

Words

Lapse, nags, gazette, slate, sells, smoke, staff, meets, catches, skin, stack, sad, daisy, jest, throttle, thistle, nods, muscle, gusset, sorry, Dixie, wink, knowing, engravings, sips,³⁵ spruce, skim, skull, haze, span, sacks, slope, salute, seraph, settle, vestry, safety, assets, seedy, modes, Senate, snatch, patches, smoky, queens, ages, thence, thong, Ethel, stealth,³⁰ broth, wreath, thwack, soak.(54)

Sentences

Mr. Smith will give us a lease for the store. Will you speak at our next meeting? Will you publish the list in the Gazette?³⁵ These apples are so very juicy. That is the sorrel horse that was sick. You will soon have to put your sleds away. She sells³⁰ sea shells. The steps were made of concrete. His skull was broken. The smoke was so thick that we could not see the steeple. These³⁵ grapes were packed in sawdust. What was the cause of the explosion? There is nothing that can sway him from this course.(97)

Lesson Six

Words

View, askew, cute, avow, prow, spout, hoist, sprout, flout, boil, foist, moist, noisy, spoils, nicely, shy, crime, signs, spies, thrive, folio, affiance, Cynthia, confute, imbue,³⁵ mouthpiece, howl, rout, sour, shout, rowdy, blouse, coy, quoit, void, joist, dice, bile, shine, lithe, pry, scribe, spicy, malign, privation, smilax, sliding, comprise, showy, peony,³⁰ sepia, ruffian, insignia, lariat, lithia, opiate.(56)

Sentences

Will you write me about the fight? Does the light shine in your eyes while you are working? Very little cereal grain is grown in³⁵ Utah. The ruffian stole the lariat from Roy. Do not spoil your meats by boiling

them too long. The rowdy gave a shout of joy³⁰ after the fight. Do you like dried beef? The noisy youth wore a light red blouse. The cute little boy will not cry. These peonies³⁵ will thrive in moist earth. The cows are browsing in the meadow by the oaks.(90)

Lesson Seven

Words

Tenancy, gelatin, mitten, dingy, atom, Tampa, demit, primitive, yeoman, added, tosses, dresses, affixes, branded, retina, denizen, sexton, credence, rodent, swindle, entwined, indigo, sprained, chanted, relent,³⁵ tandem, sharpened, tomato, written, stratum, stamp, defraud, ashamed, suffixes, division, diphthong, retentive, append, sedative, spindle, monotone, ruminant, indexes, kimono, mammoth, coachman, workman.(47)

Sentences

We shall devote all our time tomorrow to this difficult task. Can you state definitely how many workmen there are on this division? The appended³⁵ list was added after the letter was written. He has a very retentive memory. As she reached the studio, the lady fainted. Where did you³⁰ get these indigo dresses? You should be ashamed to get caught in such a swindle at this time. This demit contains no date. The company³⁵ intends to divide the land into ten-acre plots. If you are attentive at all times you will soon become retentive.(96)

Lesson Eight

Words

Harder, hardy, harsher, setter, putter, stutter, flirt, jeers, mars, leaders, absurd, expert, surfeit, survey, service, arnica, archdeacon, solitaire, coacher, fritter, warmer, cleaner, tempter, dreamer, plodder,³⁵ sinker, smattering, sturdy, Marne, larder, leopard, lizard, martinet, Sparta, orange, auburn, filibert, spearmint, cavern, Algiers, banners, warder, turnip, sergeant, masher, emerge, dormer, southerner, sorcery, nocturn,³⁰ exhort, mire, Germany.(53)

Sentences

The sturdy sergeant will guard the prisoners on their march to court. Charlotte is an expert orange packer. The surgeon was hurt at the battle³⁵ of the Marne. The auctioneer gave the armchair and the chiffonier to the hermit. Myrtle put her large marten fur behind the curtain. I surmise³⁰ that the guards sent from Auburn will exert every means to aid the storm victims. Richard will charter a truck to haul the fertilizer to³⁵ the farmers. We will guarantee this tire for a period of one year.(88)

The Gregg Winter Girl

Designed by Elsie Carlson

Walker High School, Walker, Wisconsin

Cap: check, shipment, all, character, done, ask, care, world; learn, like, rightly.

Face and hair: the, a, at-it, an, change-which, acknowledge, for, paragraph, he, eke-week-weak, air-where, so.

Left arm: gentlemen, our-are-hour, may-my, must, long, new, he; is-his, a-an, than-then, ships, low, always, look, neck; on.

Right arm: wife, of, care, me, a-an, insurance, gentlemen, of, shall-ship, shown; our-hour-are, right.

Scarf: he can, keen, move, ought, so; car-correct, were, while; were, soon, he, because, at, consider, he, key, and, three, the, no-know, is not; world, call, see, it, mere, he, must, season, why, he, new-knew; came; do-due, gladly, he, so, show, on, state.

Sweater: buy, inclose, new, give, or, state-is it; more, correct-car, me, kindly, list, low, were; while, receive, name, it-at, far-favor, must, rear.

Right leg and skate: is not-soon, put, good, moving, call, credit-correctly, good-go, is not, in-not, near, will-well, not-in, he, man, I, agree, am-more, can, gave, on, list, an-a.

Left leg and skate: glad, well-will, while, car-correct, remittance, can, hour-our-are; more-am, in-not, I, agree, soon-is not, moving, a-an; can, work, relative, allow; insurance, question, teach-touch, tonight; correctly-credit, real-regard, are-hour-our, he.

Ice: m's and n's, (design) She skates with the gracefulness of Gregg movement.

Easy

Dictation Exercises

in Simple Language for the Use of
Beginners in Shorthand

(Continued from the January issue)

Exercise 5

You will remember of having seen some great piano player or violin player perform and have wondered at the splendid control of fingers, wrists, and²⁸ arms, the delicacy of touch, the precision and speed, and have no doubt said it was a "gift." It is a gift—the gift of³⁰ hard work and of a determination to master. Musical feeling, to be sure, is a gift in the sense that it is partly inborn and²⁷ partly acquired; but the ability to acquire mastery of the mechanical part of the art is a question of very hard, very earnest work, continued¹⁰⁰ over a long period of time. Thomas Edison is credited with the saying

that "genius is ninety per cent perspiration and ten per cent inspiration."¹²⁵ But let us get back to shorthand, the art that we are now thinking about earnestly.

Only think again of the vast number and variety¹⁰⁰ of words we meet in our daily reading, and of the odd shapes that many of those words must surely take, even were our signs¹⁷⁵ as perfect as it is possible for us to conceive of, and tell me, is it any wonder that, here and there in our notes,²⁰⁰ an outline is found which may hinder the free motion of the pen as it bounds across the page, or one which will displease the²⁵⁵ eye and offend the good taste of those who are critically inclined. Ought not the wonder rather to be that we meet with so little²⁶⁰ to interrupt our progress—so few difficulties of which we have a right to complain?

Some of our best reporters, who, having themselves attained great²⁷⁵ speed, know what they are talking about, and who wish to do a good turn to those who do not know quite so much as³⁰⁰ they, have been heard to say that the best way to make sure of being able to write fast at last is to go at³²⁵ a snail-like pace at first. Taken with the customary "grain of salt," as the saying is, I am not sure but those men are³⁵⁰ about right in what they have said on this subject. But like all other questions it has two sides to it.⁽³⁷¹⁾

Exercise 6

The advice to write at a snail-like pace is only another way of telling you, in such a way as to impress it on²⁵ your memory, to take great pains at the outset to learn and to be able to write all forms with a high degree of skill.⁶⁰ In other words, to make your straight lines as straight as an arrow, your curves to wind and wave with grace and beauty; to make⁷⁵ a great difference between the sizes of the large and small circles; to make your hooks deep and narrow, so that a good habit may¹⁰⁰ be gained which will in time be of great benefit to you. If you follow this advice, it will make your notes at all times¹²⁵ easy to read, even when taken at a very rapid rate. A word to the wise ought to be enough.

There is another subject on¹⁰⁰ my mind that I should like to speak about, and it has a very important bearing on your success as a writer of shorthand. And¹⁷⁵ I will preface it by saying that I am older than you are and I have all along had a habit—not a bad one,²⁰⁰ you will say—of keeping my eyes open, my notebook ready for use in my pocket, my pencil always sharp. That being the case, perhaps²²⁵ I can give you a hint or two about shorthand matters bearing on the learning of it that it may be well for you to²⁵⁰ keep in mind as often as you hear that never-ending subject discussed.

The question before the house now is enthusiasm—enthusiasm for the subject²⁷⁵ of shorthand. Enthusiasm creates power. This is true of shorthand as of everything else. If you want to make the most of your ability



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and⁸⁰⁰ your effort in this field, you must learn to love shorthand, and particularly the system you are now studying and writing. There is every reason⁸⁰⁵ in the world why you can become enthusiastic over this system. Just think for a moment what it has accomplished. When it was first taught⁸¹⁰ in our country, only a handful of people were for it; the rest of the shorthand world was set against it. (371)

Exercise 7

The opposition of the writer of old-time systems was intense. Many bitter fights over it were launched by the writers of the older systems⁸¹⁵ who fought the march of progress with a zeal and effort worthy of a better cause. You know there are people who just can't resist⁸²⁰ opposing anything new! In spite of the opposition offered by writers and teachers of the older systems, however, the new system gained headway rapidly, until⁸²⁵ today it is taught in more than ninety-five per cent of the schools teaching shorthand. Its writers have shown their prowess in the speed⁸³⁰ contests and have come off with world championship laurels four times in the last five annual contests of the leading professional shorthand association in America.⁸³⁵ These facts in themselves should give you a sufficient fund of enthusiasm to carry you to almost any heights to which you aspire—if you⁸⁴⁰ have the willingness and the determination to stick to your job of becoming an expert until the wreath of success crowns your brow.

The reason⁸⁴⁵ why the system you write has attained such popularity is due to the fact that it is based on natural laws. In the first place,⁸⁵⁰ all of its characters are taken from the longhand characters, with which you are already familiar. Those who are learning this system start with a⁸⁵⁵ great advantage at once because they can build on what they already know. One of the greatest difficulties with the older system is the fact⁸⁶⁰ that characters are written above, on, and below the line of writing to indicate vowels. The difficulty of jumping from one position to another impairs⁸⁶⁵ the quality of the writing and makes it hard to read. In our system everything is written on the line, and this question of "position"⁸⁷⁰ is something you do not have to worry about. In the old-style systems the difference between the characters that are arranged in pairs is⁸⁷⁵ denoted by making one thick and the other thin. This led to the necessity of learning two different degrees of pressure to put on the⁸⁸⁰ pen, which seriously interrupts the flow of writing. (358)

Exercise 8

The use of light and heavy characters makes the writing difficult to read because these differences in thinness or thickness cannot always be made clear⁸⁸⁵ in rapid writing. Besides that, the writing of one character thin and another heavy destroys rhythm. An-

other point in favor of the system you write⁸⁹⁰ is that words in general can be written in but one way. With the older systems, words may be written in many ways, and naturally⁸⁹⁵ this leads to confusion, both in learning and in writing and reading. And, finally, the easy flowing curves of your system give freedom to movement⁹⁰⁰ and make writing a delight.

But with all that has been said about the system you write, there are other systems, and you will run⁹⁰⁵ across people writing these other systems who will, to use a common expression, "want to start an argument." It is well to remember that people⁹¹⁰ as a rule think what they have is the "best ever." "Me and mine" have always been subjects for differences of opinion. I have known⁹¹⁵ differences of opinion on many subjects, and perhaps honest differences, to go from words to blows and finally to result in broken noses and even⁹²⁰ blackened eyes; but, of course, these are extreme cases, and I am sure that none of my readers would be guilty of such loss of⁹²⁵ poise as this. These people that I have just mentioned may have just as much enthusiasm for their system as you have for yours, you⁹³⁰ will have to give them credit for being earnest and sincere, although mistaken. Fortunately, such people are not so common now as they were only⁹³⁵ a few years ago. The point that I wish to make clear is that system arguments, as a rule, do not do any good. We⁹⁴⁰ have to take into account the fact that many of the old systems have done a very important work. There is hardly a system but⁹⁴⁵ has some merit. Enthusiasm for your system is far more important in its effect on you than upon anyone else. Enthusiasm is one of the⁹⁵⁰ most important qualities you can acquire. (356)

~

True wisdom is to know what is best worth knowing, and to do what is the best worth doing. (19)

~

"Despair and confidence both banish fear. (6)

~

Think success and you will more than likely attain it. Think failure and it will not be slow in putting in an appearance. (23)

~

Write a compact style of shorthand; avoid unnecessary movements. (9)

~

Put enthusiasm in your work. Nothing great was ever achieved without enthusiasm. (12)

Business as the Best Sport

By H. Gordon Selfridge, in "The
"Evening Standard," London

Running a huge store is just as much a sport as any game I know. You can get all the thrills you want out of²⁸ the day's work if you have your heart in it, and you have the satisfaction of knowing that those thrills are the product of your⁵⁰ own skill and industry.

I am not decrying tennis or polo or any other sport; I like games—but only as a form of relaxation.⁷⁸ The real sport of life should be found in your occupation.

So far as I am concerned, I find nothing more fascinating than the task¹⁰⁰ of distributing merchandise under modern conditions. The variety, the bigness of it all, the constant interest, the steady development towards still greater things, the joy¹²⁵ of handling enormous stocks garnered from all parts of the earth, the close contact with millions of human beings who have confidence in you—all¹⁵⁰ these factors make a never-ending appeal and bring the finest thrills.

The human interest of the distributing house or departmental store of today is¹⁷⁷ wonderful. Quite apart from the tremendous efforts that are necessary each day, each season, in order to satisfy the needs of the consumer, there is²⁰⁰ the immense thought necessary to the handling of the great staffs employed.

The amount of time that is being devoted by the half-dozen leading²²⁵ houses of the world to developing the strength and coöperative ability of their staffs represents something that has never been seen in organization before.

And²⁵⁰ this development—the product of the big store which modern conditions have evolved—is undoubtedly beneficial. It leads not only to the acquisition of commercial²⁷⁵ skill, but to something even more important, the cultivation of the imagination of each person affected.

Imagination is a very cultivatable quality, and it can³⁰⁰ lead to inspiring results. The daily task is invested with a new meaning. The great business becomes a great adventure, a great game, in which³²⁵ the players strive their utmost for their own side and enjoy the triumphs that follow.

Think of the ramifications of the big distributing house and³⁵⁰ you will realize at once how extremely interesting the position has become.

The house I control, for instance, is in daily touch with the inside³⁷⁵ plans and requirements of an enormous number of households; it is, perhaps daily, a subject of discussion in thousands of homes.

No other business has⁴⁰⁰ entered so thoroughly into the life of the community as the great distributing house. It has become almost part of the family, and the important⁴²⁵ thing to remember is that this wonderful

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By C. E. BIRCH

Supervisor of Commercial Education,
Lawrence, Kansas

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partnership has only just begun. After having been on the ground for fifty years I should be disappointed⁶⁰⁰ if this business, in ten or twenty years, were not, say, fifty times as great as it is today. It is only a question of⁴⁷⁵ ability and ambition.

There is no reason why, in the future, the store that now covers one big block should not cover twenty blocks, employing⁶⁰⁰ not five or ten thousand people, but twenty or thirty times that number. There is no reason why a hundred thousand weekly or monthly accounts⁶⁰⁰ should not develop into a million, or why the firm that sends a hundred buyers all over the world should not find it necessary to⁶⁰⁰ send a thousand.

The distribution of merchandise through the medium of the departmental store is the most modern of all great developments in business. Nothing⁶⁷⁵ like it has ever been done before, and the thing is merely in its infancy.

Some people seem to think that the continued extension of⁶⁰⁰ a big business is limited in years to the life of the founder and director, but this is incorrect. The acme of success in business⁶²⁵ lies in the skill with which the director chooses his workers. That is the essence of organization, so that a business need depend on no⁶⁰⁰ one's life, but on the strength of the organization created.

That is why I say the departmental store of today, great as it is, can⁶⁷⁵ be developed to an extent enormously greater. It is not merely a question of greater buildings, but of even closer contact with the consumer. The⁷⁰⁰ friendliness of existing relations is capable of considerable extension; the departmental store, wisely conducted, must instil so much confidence that the customer will find it⁷²⁵ quite unnecessary to trouble about the details, or value, or quality, of the merchandise he or she requires. The great store will do all the⁷⁰⁰ thinking for you in the future.

In these busy days the inevitability of an arrangement so beneficial is fairly obvious. If I wish to buy⁷⁷⁵ a car or a yacht, or anything else, I expect the man who sells the article to me to know every detail connected with it.⁸⁰⁰ I expect him to be in a position to advise me at once on what is most suitable, and not to sell me anything that⁸²⁵ would result in my subsequent regret, and his forfeiture of my confidence.

The departmental store which never loses public confidence has opportunities in the future⁸⁰⁰ that are incalculable. Just as the small shop of yesterday is a puny thing in comparison with the enormous stores of today, so the big⁷⁷⁵ stores of now-a-days should be equally tiny in comparison with those of the future. I repeat, it is only a question of ability and ambition,⁸⁰⁰ and the development of resources that up to now have been tapped only to a limited extent.

The shopper of the twentieth century carries out⁸⁰⁰ his or her desires under conditions quite different from those that existed previously, and no one can doubt that the change is for the better.⁸⁰⁰ The friendliness, based on confidence, that has arisen between the departmental store that is properly conducted

and the consumer is largely the result of work⁸⁷⁵ by specially-trained staffs whose desire is to be courteous and helpful.

Many people, perhaps, do not realize how great are the efforts made to¹⁰⁰⁰ ensure this courtesy and helpfulness. The unconditional return of money for some article that does not prove to the liking of the customer is merely¹⁰²⁵ incidental, and yet it indicates the modern spirit. So, too, does the abolition of the system under which the departure of a customer without making¹⁰⁵⁰ a purchase of some kind was regarded as the fault of the staff. The tradition with regard to this is taking a long time to⁹⁷⁵ die in some places, but it will disappear completely in the end, just as the living-in system is doomed. In twenty years' time living¹¹⁰⁰-in will have been abolished.

In twenty years! What great adventures are possible!(1113)

Peace Year Breaks Explosives Record

By F. J. Byrne
In "The Nation's Business"

Last year all records were broken for the production of high explosives in the United States. Dynamite was produced in quantities never before attained for⁵⁰ engineering and construction work, harbor deepening, mining of various kinds, and agriculture. Not one pound was produced for war. In fact, manufacturers of dynamite and⁶⁰ blasting powder think as little about war in producing their material as, say, the manufacturers of picks and shovels. Dynamite cannot be shot in a⁷⁵ rifle; it cannot be used in field artillery; it has no place in shells. It might be used for demolition work or blowing out old¹⁰⁰ walls or some like secondary purpose, just as it is used throughout the country for those purposes in peace time. It is essentially a commercial¹²⁵ product and, like picks and shovels, finds its great field in industry.

Much the same thing is true of black or blasting powder. This explosive¹⁵⁰ has lost its place in war. Rifles and artillery no longer use black powder as propellant charges. Smokeless powder is the material they employ, although¹⁷⁵ certain quantities of black powder are used as primers for big guns and have a place in bursting charges in shells. The great field of²⁰⁰ black or blasting powder today is in peace-time uses, and principally in coal mining.

Last year for domestic consumption and export there were produced²²⁵ in this country the stupendous total of 549,352,859 pounds of commercial explosives.²⁵⁰ Of these, 346,276,534 were dynamite and 203,076,325²⁷⁵ pounds were blasting powder.

Mining took an enormous percentage of these explosives. But road-building also demanded a large amount;³⁰⁰ in fact, about 1,000

pounds of modern explosives are used in building every mile of the new roads with which the country is now^{ms} being traversed. The explosives industry has in back of it a vast and highly expensive chemical service which is constantly seeking to improve the products.^{ms} Dynamites can now be made for a multiplicity of uses. Great quantities of permissible explosives are manufactured; these are a special type employed for safety's^{ms} sake in coal mines where gaseous or dusty conditions exist. Last year there was a gain of thirty-nine per cent in the use of^{ms} permissible explosives over the previous year. One of the greatest improvements made in dynamite—perhaps the most important advance in commercial explosives since the discovery^{ms} of dynamite—was the placing of straight dynamite on a low freezing basis. The explosive can now be used in any temperature occurring in the^{ms} United States. The importance of this lies in the fact that for years dynamite froze at a relatively high temperature, and when frozen it was^{ms} necessary to thaw it before using. This was at times a dangerous operation in the hands of untrained men.

Explosives engineers and chemists are constantly^{ms} at work in the laboratory and the field fashioning and making new types of explosives to meet every need of modern engineering. In agriculture, some^{ms} 20,000,000 pounds of dynamite are employed each year. It is used for blasting ditches, planting trees, subsoiling, blowing out stumps, drainage, and for other^{ms} purposes. New and highly economical methods, much cheaper than hand labor, have been found for digging ditches with dynamite. Each year sees explosives employed for^{ms} some new purpose. In fact they can be used for work which was undreamed of ten years ago. Every new purpose found is a peace^{ms}-time purpose. Explosives manufacturers look to the development of peace-time industry and not to war for their progress. (619)

Great Men

Where do great men come from, anyway? They are not born out of nothing. For a long time there was a theory that Lincoln was^{ms} so derived, but that has pretty well disappeared. Lincoln, it seems, had good hereditary stuff in him, developed by adversity, which is a favorite method.—Edward S. Martin (53)

A Police Court Case

HERMAN MILLER

the defendant herein, called as a witness in his own behalf, being duly sworn, was examined and testified as follows:

DIRECT EXAMINATION^{ms}

By MR. SANER

- Q What is your name? A Herman Miller.
 Q Where do you live?
 A 4245 North Chicago^{ms} Avenue.
 Q What is your business?
 A Manager for the Permanent Ink Company.
 Q Where is your place of business?
 A 65 Madison Avenue.^{ms}
 Q You are the defendant in this case?
 A Yes, sir.
 Q Do you remember last Sunday evening or Sunday morning, early in the morning?^{ms}
 A I do.
 Q Will you state to the Court just what occurred on that morning?
 A I was driving along going east, taking a^{ms} friend home, and I saw a car going west in front of me.
 Q Who was in the car at that time?
 A Mr. Shaw^{ms} and Mr. Lincoln.
 Q Where were they?
 A They were sitting in the rear seat.
 Q Was anybody with you in the front seat? A^{ms} No, sir.
 Q State what happened?
 A As I was driving east and this man was driving west I saw this headlight.
 Q Was it^{ms} blinding?
 A Yes. Those headlights were heading toward me, and both cars struck.
 Q When the cars struck what position were you in and what^{ms} position was the man in the Cadillac?
 A My car was still heading east and he was over toward the south.
 Q On what side^{ms} of the street were you?
 A I was in the middle of the street.
 Q About in the center?
 A About in the center of^{ms} the street.
 Q Were you, at any time when you saw this car, on the north side of the street near the curb? A No,^{ms} sir, at no time.
 Q Near the curb? A No, sir.
 Q After the cars collided what, if anything, did you do? A I was^{ms} unconscious.
 Q Did you later have any conversation with this police officer? A No, sir.
 Q Did any officer ask you for a key?^{ms}
 A I believe one of them asked me for a key.
 Q What did you tell him?
 A I asked him what he wanted a^{ms} key for, and he said to take the wheel off.
 Q You did not tell him that it was none of his business, that you^{ms} would take care of the car? A I did not tell him that at all.
 Q Didn't you have a conversation with the complainant? A^{ms} Not that I know of.
 Q What condition were you in physically at the time after the accident?
 A I was very weak.
 Q Were^{ms} you drunk or sober at the time of this accident? A Absolutely sober.
 Q Did you have any drinks that day?
 A No, sir.

(To be continued)

Never mind about theories, opinions and speculations; get the facts. There is no substitute for knowledge.(16)

Business Letters

Correspondence with Attorneys

(From Gardner's Constructive Dictation, page 141, letters 1 and 2)

Mr. J. P. Diamond, Attorney,
503 Woodland Avenue,
Columbus, Ohio

Dear Sir:

I shall appreciate your assistance in determining what disposition was made²⁵ of the Chair and Table shipped to Mr. A. Blum, of 29 First Street, your city, on July 20.

You will see by the²⁶ inclosed copy of our letter of December 21 that we requested this customer to return these items to us by freight, and it seems²⁷ we made shipment after he had asked us to cancel this part of his order. We have not, however, received a reply nor have the²⁸ goods been returned.

There is \$17.00 outstanding against this man for these items. Will you not try either to secure their return, or, if²⁹ he has returned them, to get him to send us the bill of lading? I shall greatly appreciate your help.

Yours very truly,(148)

A. E. Huddleston & Brothers,
Chicago, Illinois
Gentlemen:

We today succeeded in collecting the full amount due from the Bates Street Pharmacy to your firm³⁰ in the amount of \$565.50. We inclose State Bank of Springfield draft on Chicago, No.³¹ 472240, payable to your order, for \$565.50, and also inclose you our bill for services and³² expenses.

From the time that the Johnson Brothers' mortgage was good against bankruptcy, we took the matter up with them and told them of the³³ situation that existed. A few days later Mr. Penn called Mr. Brown and told him that he was trying to arrange to meet us on³⁴ Saturday, but was unable to do so. He met us today and delivered the money and paid off our mortgage and the Johnson Brothers'³⁵ mortgage.

We hope this is closed to your satisfaction.

Yours truly,(161)

Short Stories in Shorthand

The Fair Sex

It must be three years since I saw you last. I hardly knew you—you've aged so."
"Really! Well, I wouldn't have known you except³⁶ for that dress."(28)

The Reason

She: What makes the wind howl so when it's cold?

He: I believe that's why.(15)

Dead Right

Here lies the body of Jonathan Jay,
Who died maintaining his right of way;
He was right, dead right, as he sped along,
But he's³⁷ just as dead as if he'd been wrong.
(33)

Conscientious

A Philadelphia man called up a bird store the other day and said:

"Send me thirty thousand cockroaches at once."

"What in heaven's name do³⁸ you want with thirty thousand cockroaches?"

"Well," replied the householder, "I am moving today and my lease says I must leave the premises here in³⁹ exactly the same condition in which I found them."(59)

Up-to-Date

"Oh, what a cute little dolly! Does she say 'Mamma' when you squeeze her?"

"Naw! My dolly's a modern doll. When you squeeze her, she⁴⁰ says, 'Oh, boy!'"(28)

Not So Near

Small Daughter (*hopefully*): How far away is spring, daddy?

Overburdened Parent: About a ton-and-a-half of coal, dear.(20)

Still at School

Beech: Why did you break your engagement with that school teacher?

Ash: If I failed to meet her every night she expected me to bring⁴¹ a written excuse signed by my mother.(32)

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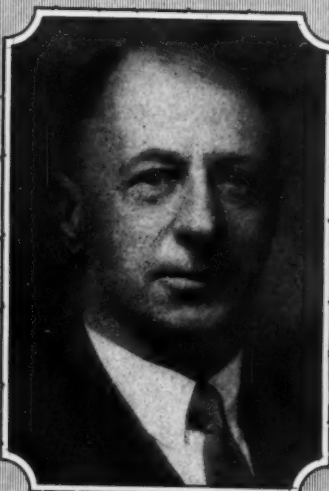
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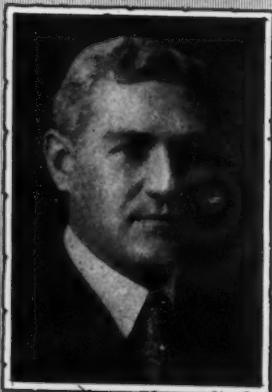
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